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ABSTRACT

Findings from a study that examined the hypothesis that published standardized assessment scores would influence enrollment in Maine high schools are presented in this paper. The hypothesis was derived from the Bush Administration's assertion that regular educational assessment would influence parental school choice. The Maine educational system is characterized by local control, regular evaluation through the Maine Educational Assessment (MEA) process, and town tuitioning. In town tuitioning, towns pay tuition for resident students to attend schools not directly managed by those towns. Methodology involved analysis of enrollment records and MEA scores of 5,650 11th-graders in 6 town tuitioning regions for the years 1985-91. Of the 60 towns in the 6 regions, 13 had enrollment changes of greater than 10 percent consistent with the hypothesis; 5 had enrollment changes of greater than 10 percent in the opposite direction; and 16 had changes of enrollment less than 10 percent. The findings offer insufficient evidence to support the policy claims made in the Bush Administration's America 2000 plan. Seven tables and seven figures are included. Appendices contain MEA scores for 1986-86 by high school and an enrollment report form. (LMI)

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School Test Scores as a Factor in Parental Choice of School: Testing an Assumption of 'America 2000' in Maine

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Abstract

'America 2000', the Bush administration's strategy for educational reforms, states that "If standards, tests and report cards tell parents and voters how their schools are doing, choice gives them the leverage to act." In Maine, over 5000 high school students from rural towns have a choice of public or non-sectarian private schools, with tuition paid by their towns. All public high schools and all private high schools with 60% or more town tuitioned students are required to administer the Maine Educational Assessment (MEA) to their 11th grade students. School-wide MEA scores are published in state-wide and local newspapers.

This paper examines the hypothesis that enrollment would shift following the release of MEA scores beginning in 1986 toward high schools with higher scores. Of the sixty (60) towns in six regions of Maine for which this relationship was examined, thirteen (13) had enrollment changes of greater than 10% consistent with the hypothesis, while five (5) had enrollment changes greater than 10% in the opposite direction and sixteen (16) had changes in enrollment below 10%. In the remaining twenty-six (26) cases, differences in test scores between receiving high schools were judged to be too small to make a prediction regarding subsequent enrollments. The results of this study are insufficient to support the policy claims made by the Bush administration in America 2000.

Introduction:

'America 2000', the Bush administration's strategy for reforming America's schools, argues that if (a) schools are encouraged and allowed to develop and implement improved educational programs, (b) their students are tested at regular intervals, (c) the test results are made available to the public, and (d) parents are allowed to choose their children's schools, then parents will enroll their children in the schools showing the best academic results.

Educational policy in the State of Maine has developed over the years in ways that have created what are in effect "natural experiments" (Bronfenbrenner, 1979) of this America 2000 hypothesis in several regions of the state. This paper examines the outcomes of these "natural experiments", using data obtained from the Maine Department of Education.

The paper begins with a brief discussion of policy issues and existing research. The policy context in Maine is then described, followed by the design of the study. Test scores and enrollment patterns are reported for six regions, with a summary of the findings from each. The paper concludes with a discussion of possible implications, limitations of the study, and suggestions for further research.

Policy Issues:

Accountability to the marketplace is the central theme which underlies many of the current efforts -- local, state

and national -- to reform American education. Accountability to the marketplace has two distinct meanings (Maddaus, 1991). On the one hand, there is the concept of consumer sovereignty and educational entrepreneurship. This notion implies that parents (or students?) are cast in the role of consumers examining a variety of schools in search of the ones that best satisfy their individual tastes, and schools seeks to supply what the consumers want. On the other hand, there is the notion of preparing for employment in the global marketplace. This view tends to narrow the acceptable range of individual tastes in education to those that offer the promise of employability in a highly competitive global capitalist economy.

President Bush's 'America 2000' strategy includes three major components which are derived from these two conceptions of accountability. First, America 2000 emphasizes school improvement and restructuring through site-based decision-making, based on the belief that school staff at the building level must be allowed and encouraged to seek better ways of educating their students. Second, it promotes curricular change and school-wide assessment that focus on future needs in global perspective. And third, it relies on school choice, informed by public access to assessment results, to provide motivation for change. But will these reform ideas produce the desired results? This paper focuses on the third component of these reform efforts: school choice based on assessment outcomes. It

explores whether, in situations in which market conditions exist for some (though not all) students, differences in school-wide assessment outcomes result in subsequent changes in enrollment rates.

Literature Review:

Research to date on school choice in the United States has identified a rather lengthy list of criteria used by parents in their decisions, of which academic quality is only one (Maddaus, 1990). Some studies (Convey, 1986; Darling-Hammond and Kirby, 1985; Gratiot, 1980; Nelson, 1988; Williams, Hancher and Hutner, 1983; Witte, 1991) have concluded that academic quality is the most important of these criteria. Four of these studies (Convey, Gratiot, Nelson and Witte) deal exclusively or primarily with private school choice, while the other two base their conclusion on the responses of the minority of public school parents who made active choices at the time of enrollment. Other studies (Bridge and Blackman, 1978; Maddaus, 1988; Nault and Uchitelle, 1982; Newman, Booth and Ebmeier, 1991; Slaughter and Schneider, 1986), however, have concluded that other factors -- "location", moral and social environments, the "whole child", children's self-esteem, etc. -- may be equally or even more important than academic quality in parents' decision-making.

There is very little American research which addresses the possible significance in school choice of achievement

test scores. Nault and Uchitelle (1982), in a study of a suburban community they refer to as "Collegeville", report that "The parents... were attentive to the qualitative differences in the instructional and interpersonal environments established in the schools, and selected the school that seemed to offer their child greater opportunity for progress.... reported achievement levels alone were not sufficient criteria on which to base a decision" (p. 95).

There is very little research on the school choices of rural residents or of Native American Indians, two groups included in this study. Williams et al. conducted a nationwide telephone survey in which 41.8% of the 1223 households responding lived in communities of 50,000 or fewer. They conclude that "people living in rural areas and small cities and towns were least likely to have made a choice" (p. 19). Small town and rural parents were much more likely to have considered schools in residential choice, rather than at the time of enrollment. Williams et al. do not report criteria for choice by place of residence.

Jones (1981) studied school choice in a Navaho community near Albuquerque, NM. He reported that local tribal leaders moved to expand the community's K-5 Bureau of Indian Affairs (BIA) school to include grades 6-8 as a way of ensuring the school's survival and promoting economic development and employment in the community. Most students in grades 6-8 subsequently transferred to the BIA school from the Albuquerque middle school, in part to avoid the

long daily bus ride, and also because of tensions with non-Indian students in the city schools.

British researchers have also examined the questions of what role academic quality plays in school choice and whether test scores are used by parents as a measure of academic quality. The education reform acts of 1980 and 1988 (England and Wales) and 1981 (Scotland), passed by Parliament under the leadership of Prime Minister Margaret Thatcher, have expanded British parents' opportunities to choose schools for their children. Adler, Petch and Tweedie (1989) studied school enrollment in Scotland under the 1981 act and concluded that parents were more sensitive to their children's general happiness and well-being than to academic outcomes. Hughes, Wikeley and Nash (1990) reached the identical conclusions regarding English parents' choices of elementary schools in the first year of the 1988 Act.

Research studies in Scotland have produced somewhat contradictory conclusions with respect to achievement test scores. Echols, McPherson and Wilms (1990) found that choice within the state sector involved a net move toward older and more prestigious schools, and that "choosers were also found disproportionately in schools of above-average pupil SES and above-average attainment" (p. 215). However, Adler, Petch and Tweedie (1989), who studied parents in four cities with children entering secondary school, found that achievement was less important than other, non-academic, factors. They asked parents to select the four most important reasons for

their choices from a list of thirty-two items. The four most frequently chosen items were: "we think our child would be happier there", "our child prefers the school", "the school has a reputation for better discipline" and "it is easier to get to the school" (pp. 133-134). Another item, "the school has a better examination record", ranked fourth in one city but was tied for eleventh, twelfth and thirteenth in the other three cities. Adler et al. also noted that although school information booklets, which contain examination scores, were frequently cited as information sources, very few parents (2%-16%, depending on the city) obtained more than one booklet, and no more than 4% obtained three booklets or more. Even those obtaining more than one booklet did not seem to have made any rigorous comparison of examination results. Adler et al. concluded that their evidence provides "little support to exponents of a market ideology" (p. 134).

In summary, very little of the available research has focused on the role of school-wide achievement test scores in school choice, and no study to date has demonstrated that such test scores alone are the primary factor in school choice. Studies are divided over whether academic quality -- broadly but vaguely conceived -- is the primary factor, out of many factors, in parents' decisions.

Maine Policy Context:

One of the primary values in the educational policy

culture of the State of Maine has been and continues to be the idea of local control. Nearly 500 municipalities, many of them with fewer than 100 students, are in large measure free to educate their students as they see fit. School district consolidation came rather late to Maine, compared to other parts of the country, and over 100 small communities chose not to join the school administrative districts that were organized beginning in 1957. Even today, only one district, the City of Portland, has as many as two high schools. So not only was local control highly valued, but the local units to which authority over education was delegated were for the most part very small and unbureaucratic.

State education law has traditionally provided minimal direction to localities regarding how they should run their schools. This began to change following the release of the 1983 report, A Nation at Risk, but compared to other states Maine's 1984 Education Reform Act still left a great deal of responsibility for change to localities. The ideological tension between traditional values and emerging needs for policy-makers at both state and local levels can be observed in each of the three major areas of state education policy related to this study: (1) curriculum and instruction, (2) achievement testing, and (3) tuitioning of students.

Curriculum and instruction: Aside from listing minimal state guidelines on subjects of instruction and graduation requirements, Maine law prior to 1984 was virtually silent

with respect to the areas of curriculum and instruction. The Education Reform Act of 1984 and related legislation passed about the same time began the process of promoting school improvement through a variety of measures. Even then, however, the Maine legislature resisted the impulse that led other states to establish detailed curricular mandates. Instead, in Maine, each district was required to have its own written curriculum: comprehensive, K-12, sequential and up-to-date. School visitation teams check to determine whether this requirement has been met, but in practice progress toward meeting it has been accepted as sufficient. In 1987, a curriculum development framework was produced and disseminated to school districts, with technical assistance available but no mandate to follow the procedures described. In 1988, the state offered small grants to 10 selected school districts as an incentive to restructuring. In 1990, a special state commission produced Maine's Common Core of Learning, which sets forth ideals for student outcomes. Once again, school districts were encouraged but not required to use this document as a guide to curriculum development. In short, state policy has sought to encourage the development of local curricula and more effective instruction, but decisions remain largely in the hands of local officials and school staffs.

Achievement testing: Perhaps the most visible -- and controversial -- of the changes brought about in the Maine Education Reform Act of 1984 is in the area of achievement

testing: the Maine Educational Assessment (MEA). The MEA consists of a battery of six tests: reading, writing, mathematics, science, social studies and humanities. These tests are administered to virtually all students each year in grades 4, 8 and 11. The tests are developed by committees of state education department specialists, school teachers and others in each disciplinary area. While many items are multiple choice, an effort has been made to include open-ended items in order to more broadly assess a range of cognitive skills. Long passages of high quality literature are used in the reading test, with most test items calling for inference rather than literal comprehension. There is also an entire test (writing) which requires students to write a complete essay or letter, as well as problem solving items in mathematics for which work must be shown. Students also fill out questionnaires which enable results to be analyzed by demographic categories and teaching/learning methods. Individual item responses and aggregated data at the school building level are returned to the schools for use by school staff in revision of curriculum and instructional methods. Scores in reading, writing and mathematics are reported in letters to parents. (Department of Educational and Cultural Services, 1990).

While the policies described above are primarily intended to encourage and assist educators in making needed changes at the local level, the MEA also serves as a means of accountability. Aggregated, scaled test scores are

reported on a school-by-school basis to the media and the public, with the expectation that communities will encourage the staffs of low scoring schools to institute changes that will improve student performance.

The scale used for reporting MEA test results has an approximate mean of 250 and standard deviation of 50, and is capped at 3 standard deviations. Thus, the school with the highest numbers of correct responses across the items of a test can receive a scaled score for that test of no higher than 400, while a school with the fewest correct responses receives a scaled score of no less than 100. In addition to the scaled test scores, a comparison score band, reflecting the socioeconomic makeup of each school, is reported for each grade level and subject test. The comparison score bands are computed using multiple regression procedures from data relating to parent education (by far the most heavily weighted index), community occupations and community size. The width of the comparison bands is calculated so that approximately half of the schools in the state have actual scaled scores that fall within the band in each content area, while one quarter of the schools score above the band and one quarter score below it (Department of Educational and Cultural Services, 1986).

Scaled scores and comparison score bands are reported by the state education department for each school and each subject area since the MEA was first given in the 1985-86 school year, and these reports have become an annual feature

in the state's newspapers (See Appendix A). In recent years, a three-year average scaled score has been added to help deal with the problem of wide fluctuations in scores for schools with small numbers of students. MEA scores are also included in the annual "report cards" that the state education department prepares and sends out to each school, to be made available to staff and residents of the community.

Town tuitioning: Town tuitioning is the practice of towns paying tuition for their resident students to attend schools not directly managed by those towns. Town tuitioning has been practiced in Maine since the 19th century (Maddaus and Mirochnik, 1991, 1992). Historically, it is best understood as a consequence of the popular belief in local control. Prior to the Civil War, most secondary education in the state was provided by private academies. The Free High School Act of 1873 offered local school committees a state subsidy to support secondary education and gave them three options: (1) to create their own public high schools; (2) to negotiate the takeover of an existing private academy; or (3) to pay tuition for resident students to attend an academy that would remain under private control. Each town made its own decision among these options. In addition, for those choosing the third option, some town school committees negotiated contracts with particular academies sending some or all students to one academy, while others left the decision of where to go to the students and their parents.

As public high schools increased in number, tuitioning to public high schools in near-by towns also became an established practice, made easier by the development of the school bus. Unlike the MEA, which is a product in part of the contemporary belief in accountability, town tuitioning in Maine is NOT a product of advocacy on behalf of school choice, although many town tuitioned students and/or their parents do in fact decide which school to attend.

At present, over 100 of Maine's 474 municipalities tuition some or all of their students. In most cases, these towns have their own elementary schools but tuition their high school students. The amount of tuition paid is determined by a formula contained in state law. Tuition expenses are financed by a combination of local property taxes and state school aid. A foundation allocation is established by state law, with the percentages of the state and local shares determined by a formula that is based on the municipality's assessed property valuation. The same percentages are used to determine state and local shares of the costs incurred by towns for student transportation to and from school, including transportation of town tuitioned students to receiving high schools.

In 1988-89, there were 9659 high school students statewide who were town tuitioned, of whom 7437 lived in 11 regions of the state in which town tuitioned high school students decided between two or more high schools that accepted such students. Within these regions 14 towns (or

other local school units) had contracts binding their 1787 students to particular high schools. Thus, there were at most 5650 students who had an opportunity to decide among two or more high schools. Of these students, 3973 attended public high schools and 1677 attended private high schools. Over 40 public high schools enroll town tuitioned students not covered by contracts, 12 of which enroll over 25% of their students in this way. There are 19 approved private high schools in the state, 10 of which enroll 60% or more of their students through town tuitioning. Five of these 10 are dependent on individual student/parent choices (rather than contractual arrangements) for over half of their town tuitioned students.

Included in this count of town tuitioned students are 112 students living on the three recognized Maine Indian Reservations. Under the Maine Indian Land Claims Settlement of 1980, Indian Reservations in Maine have municipal status, which means that many provisions of state law apply to the reservations, including laws controlling town tuitioning and state aid to education. However, there are some differences between reservations and other municipalities which have important consequences for students' range of options. One such difference concerns students who attend private boarding schools. All towns and reservations pay the same base state allowable tuition rate for all students. For boarding students, costs above and beyond the allowable rate must normally be covered by the students' parents. However,

Indian tribal governments, out of their own assets, have elected to pay all or part of these additional costs for Indian students on the tribal census. A second difference concerns bus transportation. Town school committees and town councils, and sometimes also town meetings, decide to which receiving high schools bus transportation will be provided. Parents must provide transportation to any high school for which bus transportation is not provided by their town. In the cases of the Indian reservations, where the state pays most transportation costs, the Superintendent of Maine Indian Education has been delegated responsibility for transportation arrangements, and in recent years he has generally approved the requests he has received. While special provisions for the education of Indian children can be justified, based on past and present discrimination and poverty, such provisions do result in very different school enrollment decisions.

In summary, the combination of state and local policies relating to curriculum, testing and town tuitioning has created a situation in which over 5000 Maine students may decide which schools to attend, using, if they so desire, MEA school-wide assessment scores to help make their decisions. Over 60 public and private high schools enroll tuitioned students not covered by contracts, many of them in numbers sufficient to make a significant difference in their total revenues and thus programs and expenditures.

Study Design:

The purpose of this study was to test the assumption that, given an opportunity to choose among schools and given test score information for the available schools, parents (or the children themselves) will choose the schools that produce the best academic outcomes as measured by the test scores. To test this assumption in Maine, enrollment of town tuitioned students in high schools within selected geographic regions were analyzed in relation to high school (11th grade) scores on the Maine Educational Assessment (MEA). Both enrollment data and test score data were obtained from the Maine Department of Education.

All school administrative units (cities, towns, plantations, school administrative districts) are required to report enrollment figures twice a year (October 1 and April 1) to be used in calculating the units' shares of state school aid. For purposes of this study, the October 1 data was used, since this came closest to reflecting the year's initial enrollment including students who might subsequently drop out of school or move to another district. Data was taken from item #2 on the enrollment report -- local resident pupils attending outside schools -- for regular education students in grades 9-12 (See Appendix B).

The initial identification of town tuitioning regions was based on analysis of data from the 1988-89 school year (Maddaus and Mirochnik, 1991, 1992). A town tuitioning region was defined as consisting of two or more tuitioning

towns which had secondary students enrolled in two or more of the same high schools. In certain cases in which two towns had small numbers of students in the schools of what would otherwise be separate regions, the regions were separated and the towns assigned to whichever region received most of their students. This process resulted in the identification of eleven town tuitioning regions with 5650 students who (with their parents) were allowed to choose their schools. This paper excludes five regions with fewer than 300 such students, addressing only the six regions where 4935 town tuitioned students not covered by contracts reside. Included in these regions are 60 towns and 36 receiving high schools. Socio-economic data on the sending towns in these 6 regions, by region, appear in Table 1. Data regarding the characteristics of receiving high schools appear at the top of Tables 2-7.

For each tuitioning town, the average annual enrollments, expressed in percentages, in each high school within (or, in the case of Calais/Eastport, near-by) the region was determined for three three-year periods. First, to establish a "baseline", the earliest possible three-year average, given the data available at the Maine Department of Education, was calculated. This figure reflected enrollments in 1975-77. Next, a three year average was calculated for the period between the release of A Nation at Risk and the release of the first MEA scores. This covered the years 1983-85. Finally, annual average enrollments for the most

recent three-year period, which began following the release of the third year of MEA scores, were determined. This covers the period 1989-91. As was noted above, three-year averages have the advantage of minimizing the annual fluctuations in the data, particularly in the cases of towns with very few students.

As was noted above, the first MEAs were administered to 11th grade students during the 1985-86 school year, with the scores becoming available in September, 1986. Subsequent academic years' scores were released the following September of each year. Thus, scores from the third year of the MEA (1987-88) were released in September 1988 and could effect enrollments in September 1989 and subsequent years. Thus, the three-year average of MEA scores for the first three years of the test could conceivably have effected high school enrollment in the three years following (1989-91). We averaged the scores of each high school over six tests per year for the first three years to obtain a single composite score.

In analyzing these data, we looked first at the changes in enrollment from 1975-77 to 1983-85, compared to changes from 1983-85 to 1989-91. Concerns over school quality may well have grown during the earlier period, as suggested by the release of A Nation at Risk in 1983, but no school-wide test data were publicly available as a measure of school quality. The first MEA scores were released in September 1986. Thus, changes in enrollment prior to the 1987-88

school year cannot be attributed to the MEA. If the MEA were being used to make enrollment decisions, one would predict an increase in changes in enrollment in the late 1980's relative to the preceding period. To calculate equivalent rates of enrollment change, we have used the middle year of each three-year period, making the first period eight years and the second six years. Thus, a change between 1975-77 and 1983-85 of 13.3% would represent the same rate of change as a change of 10% between 1983-85 and 1989-91. Did enrollment change increase subsequent to the introduction of the MEA?

Next, we examined the changes in enrollment data between 1983-85 and 1989-91 in relation to composite MEA scores, both within regions as a whole and town by town. In the cases of whole regions, we "predicted", based on composite MEA scores, which high schools should gain or lose town tuitioned students from the region as a whole. We also predicted which high schools serving students from each individual town "should" gain or lose students from that town. We arbitrarily required a test score differential of half a standard deviation (25 points) to make such predictions.

Next, we looked at the 1989-91 enrollment data to determine whether or not our "predictions" had proven to be accurate. Finally, using all the available evidence (enrollment data, test scores, school characteristics, geographic location, socioeconomic data and regional markets for economic activity), we attempted to interpret the actual

results and to determine what additional information might help to explain the enrollment patterns we observed.

Regions and Towns:

The various regions and towns in this study differ substantially in their relationships to urbanized areas and their socio-economic characteristics. These differences may have implications for how students and their parents make decisions about high school enrollment.

The six town tuitioning regions in this study may be thought of as located along two main highways, I-95 and U.S. 1 (Figure 1). Both of these highways parallel the coast in southern Maine, but they diverge about 20 miles north of the state's largest city, Portland (1990 pop.: 64,358).

I-95 and I-495 (the northern segment of the Maine Turnpike) connect the Portland area with the state's other urban centers: Lewiston/Auburn (combined 1990 pop.: 64,066) and Bangor/Brewer (combined 1990 pop.: 42,202) -- both recognized as metropolitan areas by the U.S. Census -- and the state capital of Augusta (1990 pop.: 21,325). From Bangor, I-95 heads north to the Canadian border. The Auburn (Figure 2), China Lake (Figure 3) and Bangor (Figure 4) town tuitioning regions are located along this inter-state highway system. Thus, although most of the towns in this study are primarily rural in character, the residents of tuitioning towns in these three regions have relatively easy access to the state's urban centers.

U.S. 1, on the other hand, runs close to the coast, through the Midcoast (Figure 5), Hancock County (Figure 6) and Calais-Eastport (Figure 7) regions, before it too turns north, extending to Maine's northern-most border with Canada. U.S. 1 is the main artery of "vacationland", dotted with fishing villages and artist colonies. The largest cities in these three regions are Bath (1990 pop.: 9,799), Ellsworth (1990 pop.: 5,975) and Calais (1990 pop.: 3,963).

The socioeconomic characteristics of these six town tuitioning regions are summarized in Table 1. The Auburn region includes 5 tuitioning towns, all in relatively close proximity to the cities of Portland, Auburn and Lewiston. While still basically rural, the towns in this region are the most populous (average population = 2,150; average population density = 58.5 persons per square mile) of those in any of the six regions. The two largest, Poland and Raymond, are included by the U.S. Census within the Metropolitan Areas of Lewiston/Auburn and Portland respectively. These towns are also, taken as a group, the most economically secure, with only 8.8% of residents living below the poverty line in 1979 (1980 U.S. Census; 1990 census data not yet available). Like the towns in three of the other regions, over 99% of the residents of these five towns are white.

The China Lake region consists of seven towns in the vicinity of China Lake and within a short distance of the cities of Augusta and Waterville on the Kennebec River. The

three most populous tuitioning towns in this region had over 2,500 residents each in 1980. This region is second to the Auburn region in the population density of tuitioning towns.

The Bangor region includes 11 tuitioning school units, including eight towns, two multi-town units and one Native American Indian reservation (all hereafter referred to as "towns"). Six of these towns, including the Indian reservation (home to the Penobscot tribe), are part of the Bangor-Brewer Lesser Metropolitan Area, as defined by the U.S. Bureau of the Census. These are relatively densely populated towns (over 40 persons per square mile), although none boasted populations of 2,500 or more in 1980. Several very sparsely populated towns also send students to the high schools within this region.

The Midcoast region is anchored at the southern end by the City of Bath, home of Bath Iron Works, a major U.S. Navy contractor, but the rest of the communities in this region had 1980 populations of less than 2,500. Geographically, this region is unique in the degree to which it is divided up into fingers of land separated by bays and river estuaries extending inland from the Gulf of Maine. This geographic condition presents barriers to school bus transportation. The Midcoast region had the highest percentages of adults over age 25 who had graduated from high school and who had completed a four-year college program. However, it also had the second highest percentage overall of the six regions of persons living below the

poverty level.

The Hancock County region, like the Midcoast region, has relatively high rates of education but also of poverty. The town of Castine (pop. 1,304), home of Maine Maritime Academy, boasts the highest percentages of residents having completed high school and college of any of the towns in this study. Acadia National Park on Mount Desert Island and nearby Schoodic Penisula is a major tourist destination and the source of much of the region's economic vitality. Penobscot Bay bounds the region on the west, with many smaller bays and inlets dividing up the region.

The Calais/Eastport region, along the west bank of the St. Croix River on Maine's eastern border with Canada, stands in sharp contrast to the other five regions in a number of respects. It is the most sparsely populated of the six regions, without a single tuitioning town of 1,000 residents or more. Away from the coast and between Calais and the Bangor-Brewer area is a wooded expanse of tiny communities and unorganized territories without a single high school for almost 100 miles. This region is also notable for its relatively low levels of education and for a poverty level twice the average for the six regions as a whole. It is also notable for its relatively large Native American Indian population, consisting mostly of members of the Passamaquoddy tribe living on two reservations. Overall, 2.1% of the population of the six regions are Native American Indians, while all other minorities make up less

than 0.3% of the population of these 60 towns.

Findings:

Overall, the data suggest that the availability of MEA scores has had, at most, a very limited effect on high school enrollments in the State of Maine. None of the six regions, taken as wholes, showed significant shifts in enrollment toward the highest scoring high schools within the region on the MEA. When analysis is limited to the primary receiving schools for each town, there are more changes of over 10% toward higher scoring high schools than toward lower scoring high schools (13 cases vs. 5 cases), but the majority of cases show no significant change (16 cases) or no prediction possible because of small differences in MEA scores (26 cases). Nor is it possible to assert with any degree of certainty that these changes, even when consistent with the hypothesis, were in fact caused by the availability and use of MEA scores. In addition to the five cases in which low scoring schools gained significant enrollment, the fact that significant enrollment shifts occurred prior to the introduction of the MEA is further evidence that other factors must be contributing to such shifts. The number of towns for which enrollment changes in excess of 10% occurred from 1983-85 to 1989-91 is only slightly higher than the number of towns for which enrollment changes at equivalent annual rates occurred from 1975-77 to 1983-85, prior to the first published MEA scores

(27 cases vs. 21 cases).

The clearest tests of the America 2000 hypothesis can be found in the Auburn and Bangor regions, since each has a single high school which has a substantially higher composite MEA score than other high schools in the region. In neither case did that high school enroll in excess of 90% of the students from any of the sending towns in the region. Thus, the hypothesis being tested would predict substantial increases in enrollment at these two schools from the tuitioning towns of their respective regions.

In the Auburn region, Greely High School in Cumberland, a public high school, had a composite score of 345, 43 points higher than the next highest scoring school. Only one sending town, SAD 62 (Pownal) had a majority (84.2%) of its students enrolled at Greely in 1983-85, and that percentage actually decreased by 10.9% by 1989-91, with Freeport (MEA = 276, 69 points lower) gaining 9.2% during that time. None of the four other towns in the region showed any significant shift toward Greely High School following its early successes on the MEA. Brunswick, the second highest scoring high school in the region with a composite MEA score of 302, likewise did not receive any increase in percentage rates of town tuitioned student enrollments. It had previously enrolled 61.2% of Durham students, but then lost 3.2%.

In the Bangor region, John Bapst, a private school, experienced somewhat greater success in attracting increased percentages of students following its MEA successes. John

Bapst's composite MEA score was 369, 60 points higher than the second highest scoring school, Orono. In 1983-85, Bapst enrolled less than 30% of the students from each of the tuitioning towns in the region. By 1989-91, Bapst increased its enrollment percentage from Veazie by 31.1%, from Airline CSD by 30.5%, from Indian Island by 14.7% and from Dedham by 11.3%. However, each of these towns has relatively small numbers of students. In absolute numbers, Bapst had been even more successful in attracting additional students prior to the MEA, with percentage increases of 21.8% from Dedham, 18.3% from SAD 63 and 14.3% from Orrington. In all three of these cases, the average annual rate of increase to John Bapst actually declined after the MEA scores became available.

In the Hancock County region, there are two towns which had large enrollment shifts consistent with the 'America 2000' hypothesis. George Stevens Academy, a private school, had a composite MEA score for the first three years of exactly 25 points higher than the second highest scoring school, Ellsworth High School (324 vs. 299). Stevens already enrolled a majority of the students from six towns in 1983-85, including 93.9% of the students from Blue Hill, where the school is located. Following the release of the MEA scores, Stevens gained 43.2% of the students from Castine and 30.5% from Orland, tripling its percentage share of Castine's students and attracting students from an entirely new town in the case of Orland. In both cases,

these gains resulted in losses of enrollment at Bucksport High School. Bucksport's composite MEA score 239 was 85 points below that of Stevens Academy. However, Stevens' share of student enrollment in Surry, where many students also attend Ellsworth High School, actually declined slightly. Stevens made only moderate gains in enrollment from Sedgwick (76.3% to 81.8%) and Brooksville (85.4% to 91.9%). Some students from these two towns attend Deer Isle-Stonington High School, which had a composite MEA score of 205, 119 points below that of Stevens Academy.

In the other three regions, no one high school had a margin of 25 points in the composite MEA scores over all other schools, so the results at that end of the scale would be expected to be more ambiguous. However, in two of these regions, one high school had very low scores compared to all the others, and therefore, according to the hypothesis being tested here, would be expected to lose enrollment.

In China Lake region, Erskine Academy, a private school, had a composite MEA score of 204, 33 points below the next lowest scoring high school. Erskine enrolls students from all seven sending towns in the region. In 1983-85, Erskine's share of students from these towns varied from 3.3% of the students from Chelsea to 87.4% of the students from Palermo. Following release of the MEA scores, Erskine Academy gained percentage enrollment share from four towns, including 17.5% from Windsor and 11.9% from China (where the academy is located), and lost enrollment from

three towns, including 13.9% from sparsely populated Somerville Plantation. Its enrollment gains substantially outweighed its losses.

In Calais/Eastport region, Shead High School in Eastport had the lowest composite MEA scores of any receiving high school in this study, 176, 39 points below Woodland High School in Baileyville, the next lowest high school in the region. Shead scored 52 points below Calais High School, the closest to the north, and 70 points below Washington Academy, the nearest to the southwest. Shead High School lost enrollment percentage from each of the six towns from which it receives tuitioned students, but in four cases the loss was under 10%, even though in two of these cases Shead enrolled 96.5% and 74.1% of the students in question. Perhaps the strongest case for a possible effect of the MEAs in these towns was the loss of all students at Shead from the Town of Charlotte, but this simply meant reverting to the situation in 1975-77. Likewise, in one of the two cases where Shead lost over 10% of a town's enrollment, 12.3% from Dennysville, it also meant reverting to the enrollment level of 1975-77. In the other case, Pleasant Point, a Passamaquoddy Indian Reservation, reduced the percentage of its students enrolling at Shead by 57.8%. Most of these Passamaquoddy students opted for boarding programs at Lee Academy and other private academies. Washington Academy, a long daily bus ride from Pleasant Point, also gained Passamaquoddy students.

In addition to looking at the highest and lowest scoring high schools by region, we also looked at each of the sixty sending towns, comparing the MEA scores and 1989-91 enrollments of the two receiving high schools which had the highest enrollments from that town in 1983-85. In approximately half (34) of these cases, there was a difference of more than 25 points in the MEA scores of these two high schools, and the higher scoring school had less than 90% of the 1983-85 enrollment. In only about a third (10) of these cases did the higher scoring school gain more than 10% in enrollment. Three of these cases involved John Bapst, two George Stevens, and three Shead (see above). The remaining two cases involved the towns of Nobleboro and Bremen in the Midcoast region, with Lincoln Academy (MEA = 278) gaining enrollment primarily at the expense of Medomak Valley High School (MEA = 243).

In four other cases, the lower scoring school gained 10% or more in enrollment. Medomak Valley gained enrollment share over Lincoln Academy from Jefferson, and (as noted above) Erskine gained enrollment from China and Windsor and Freeport gained enrollment from Pownal.

In another four tuitioning towns (Durham, Whitefield, Indian Island, and Orland), a third school registered gains of 10% or more, and in three of these cases the school that gained the most had higher test scores than either of the other two. The exception was in Durham, where Freeport (MEA = 276), rather than Brunswick (MEA = 302) gained students at

the expense of Edward Little High School in Auburn (MEA = 252).

Finally, in 12 of the remaining 16 cases, the higher scoring school gained enrollment share, but by less than 10%, with the lower scoring high school gaining enrollment share by less than 10% in the last four cases.

Other Factors in Enrollment Changes:

Several forms of evidence point to the existence of factors influencing enrollment other than MEA scores.

First, comparison of enrollment data from 1975-77 and 1983-85 indicate that a substantial number of towns experienced significant changes in enrollment before the MEA was created. It is worth noting that the number of towns with significant rates of change in enrollment has increased since the introduction of the MEA, especially in the number of towns with very high rates of percentage change. Seven of the 60 towns experienced a percentage change in excess of 30%, either positive or negative, for at least one receiving high school since the introduction of the MEA. This amounts to an average annual rate of change in one direction of 5%. Only two towns out of 60 experienced a percentage change in excess of 40%, also a 5% average annual rate of change, in the eight year period prior to the introduction of the MEA.

However, the time periods before and after the introduction of the MEA do not differ with respect to lower percentage changes. Fifteen towns experienced percentage

changes of 13.33-26.66% before the MEA, as compared to 17 towns in the range of 10.00-19.99% after the MEA. Five towns had percentage changes of 26.67-39.99% before the MEA and the same number had percentage changes of 20.00-29.99% after the MEA. This data suggests that change in enrollment levels among high schools was fairly common before the introduction of the MEA. Given that the lower probability of maintaining a relatively high rate of change over a longer period, the amount of change since the MEA could be described as only a modest increase.

Another factor worth considering is the question of perceptions of public vs. private schools. Prior to the introduction of the MEA, gains in enrollment by private schools at the expense of public schools (6 towns) were almost evenly balanced out by gains in enrollment of public schools at the expense of private schools (5 towns). After the MEA results became known, private schools gained enrollment at the expense of public schools in many more cases than the reverse occurred (15 towns vs. 3 towns). Even private schools with low MEA scores, such as Erskine, gained students at the expense of public schools. Perhaps people were influenced in their decisions by a generalized reputation that private schools were superior, even when the evidence in particular cases does not seem to support that conclusion.

Yet another factor worthy of consideration is geography. Enrollment in certain high schools within these

six regions would have required some students to travel fifty miles or more (see Figures 2-7), which most students (and/or their parents or towns) were unwilling to do. John Bapst High School's central location within the Bangor region seems to have been a recruiting advantage, although not enough to draw significant numbers of students from beyond Old Town High School, ten miles to the north. Greely High School's lack of attractiveness to most towns in the Auburn region, despite its excellent test scores, is probably related to its location on the southeastern edge of that region. Likewise, Waterville and Winslow High Schools, on the northern edge of the China Lake region, did not draw students from towns in the southern part of that region despite having the best test scores in the region. Towns on the penisulas and islands of the Midcoast region (Bristol, South Bristol, Georgetown, Arrowsic, Phippsburg and West Bath) were less likely than towns along U.S. 1 or further inland to send significant numbers of students to more than one high school. Only two high schools -- Erskine Academy in China and Cony High School in Augusta, both in the China Lake region -- drew students from all towns within their region. Erskine Academy was centrally located, while Cony High School was across the river from the state capitol, to which many workers commuted each day.

Yet another factor may be the socio-economic characteristics of sending towns in relationship to those of the communities where the receiving high schools are

located. Students may choose to enroll in high schools in what they perceive as communities that match their own socio-economic backgrounds and future aspirations. For example, people in the City of Old Town and in the surrounding towns of Alton, Greenbush, Milford and Bradley may share a common orientation toward employment at the James River Pulp and Paper mill in Old Town, whether in fact they actually work there. Similarly, students from Brooklin, Sedgwick and Brooksville who choose Deer Isle-Stonington High School over Stevens Academy may prefer the life of a fishing community over the greater mobility of a more intellectually oriented community such as Blue Hill.

Limitations of the Study:

We would emphasize that the above discussion of other factors is speculative in nature, based on clues from the data but not hard evidence. One further step that we intend to take is to gather and analyze socio-economic data for the communities where receiving public high schools are located (we already have such data for communities where private schools are located, since these communities are also tuitioning towns). This will enable us to test the "like attracts like" hypothesis stated in the preceding paragraph. As soon as the 1990 Census data is released (reportedly this summer) we will also incorporate this data into the analysis.

But the most reliable way to explore these issues is to

ask the people most directly involved: students, their parents, school administrators, guidance counselors, and school committee (board) members. Interviews in towns selected on the basis of the analysis in this paper are currently being planned and are scheduled to begin next September. The major topics to be addressed in these interviews will be perceptions of the enrollment situation with respect to the concept of school choice, reasons for school enrollment, characteristics of good schools and perceptions of the MEA test.

We are especially conscious of the fact that we are investigating a "natural experiment" over which we have no control. In particular, as noted in the section of this paper entitled "Maine Policy Context", town tuitioning is NOT a "school choice" program in its inception, or, we suspect, in the perceptions of many of the people most directly concerned. The fact that some students and their parents make conscious decisions among schools does not mean that the practice of town tuitioning is designed in any consistent way to facilitate such decisions by, for example, schools providing relevant information. The extent to which such information is available is itself a question for further research. We may conclude that the way in which town tuitioning is conducted may inhibit people from making decisions which they might make under more ideal situations.

Similarly, we must point out that the majority of students in all six regions do NOT have any choice among

schools, either because they live in towns that do not tuition because they have their own public schools, or because they are bound by contracts. High schools with relatively high percentages of tuitioned students not bound by contract may have a greater need to attend to the views of such students and their parents, especially if residents of the sending towns have switched from one school to another in the past (what politicians would think of as the "swing" voters), than would high schools with lower percentages of students who have enrollment options. The percentage of students within each region who may choose their high schools ranges from about 45% in Calais/Eastport and Midcoast regions to about 30% in Hancock County and Bangor regions, to about 15% in the Auburn and China Lake regions. What effect these percentages of town tuitioned student enrollment have on the receiving high schools is a subject for further research.

Implications:

The primary conclusion of this study is that the introduction of the Maine Educational Assessment and the publication of MEA scores on a school by school basis could have contributed to significant changes in enrollment during the period studied in at most 13 of the 60 towns studied. In the other 47 cases examined, there were either no significant differences in test scores among receiving schools, or no significant changes in enrollment, or changes

in enrollment toward a lower scoring school. Only when the cases are limited to those with significant differences in test scores and significant changes in enrollment (18 cases) do higher MEA scores of receiving high schools appear to be associated with enrollment gains among town tuitioned students. Even then, five of the eighteen cases found among the six regions and 60 towns examined for this study were negative (i.e. shifts toward lower scoring schools of 10% or more). In nearly half of the cases of sending towns in which a significant difference in test scores was found among receiving high schools, shifts in enrollment amounted to 10% or less. Moreover, the data analyzed here do not establish a causal relationship even in cases of large test score differences and high percentage changes in enrollment in the predicted direction. Previous research has identified many criteria for choosing schools, any one of which (or combination of which) could be the actual causal factor(s) in any given case. Thus, the evidence analyzed in this study does not support the assertion in America 2000 that students will enroll in schools that have higher test scores.

Approximately one-third of the nation's population lives in small cities, towns and rural areas such as those found in rural Maine. Outside the South, Native American Indians are the most important minority group in rural areas of many states. Education policy must take into account the special circumstances of rural residents, and especially rural minority group members, if it is to have the intended

results. Further research on town tuitioned students in Maine, including interviews with the students themselves, their parents, and local school officials, will be necessary to determine the extent to which MEA scores, or other perceptions of school quality, may have played a part in school enrollment decisions.

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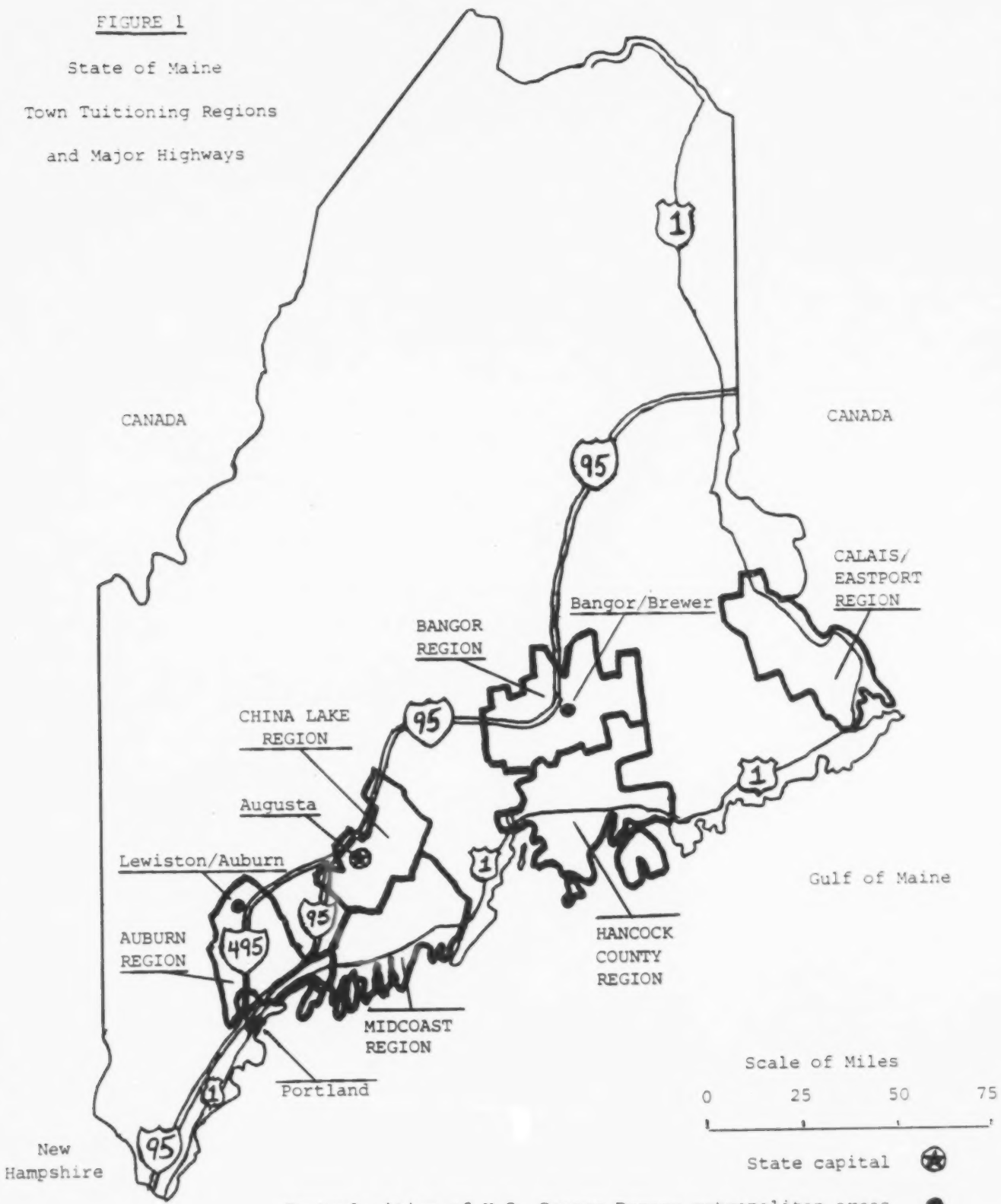
FIGURE 1

State of Maine

Town Tuitioning Regions

and Major Highways



AUBURN REGION
FIGURE 2
Andro-
scoggin
County
Minot
Auburn
City
Lewiston
City
Poland
Lisbon
New
Gloucester
Durham
Raymond
Gray
Pownal
Brunswick
N.
Yarmouth
Freeport
Windham
Cumberland
Yarmouth
Falmouth
Cumberland
County
Westbrook
City
Portland
City
Gulf of
Maine
= High
School
Scale of Miles
0
6
12

FIGURE 3

CHINA LAKE REGION
Scale of Miles
0
6
12
Fairfield
Waterville City
Thorndike
Oakland
Winslow
Kennebec County
Waldo County
China
Vassalboro
Palermo
Readfield
Augusta City
Hallowell City
Windsor
Somerville
Chelsea
Knox County
Monmouth
Whitefield
Gardiner City
Lincoln County
Richmond
Waldoboro
Sagadahoc County
Newcastle
Wiscasset
Bath City
= High School

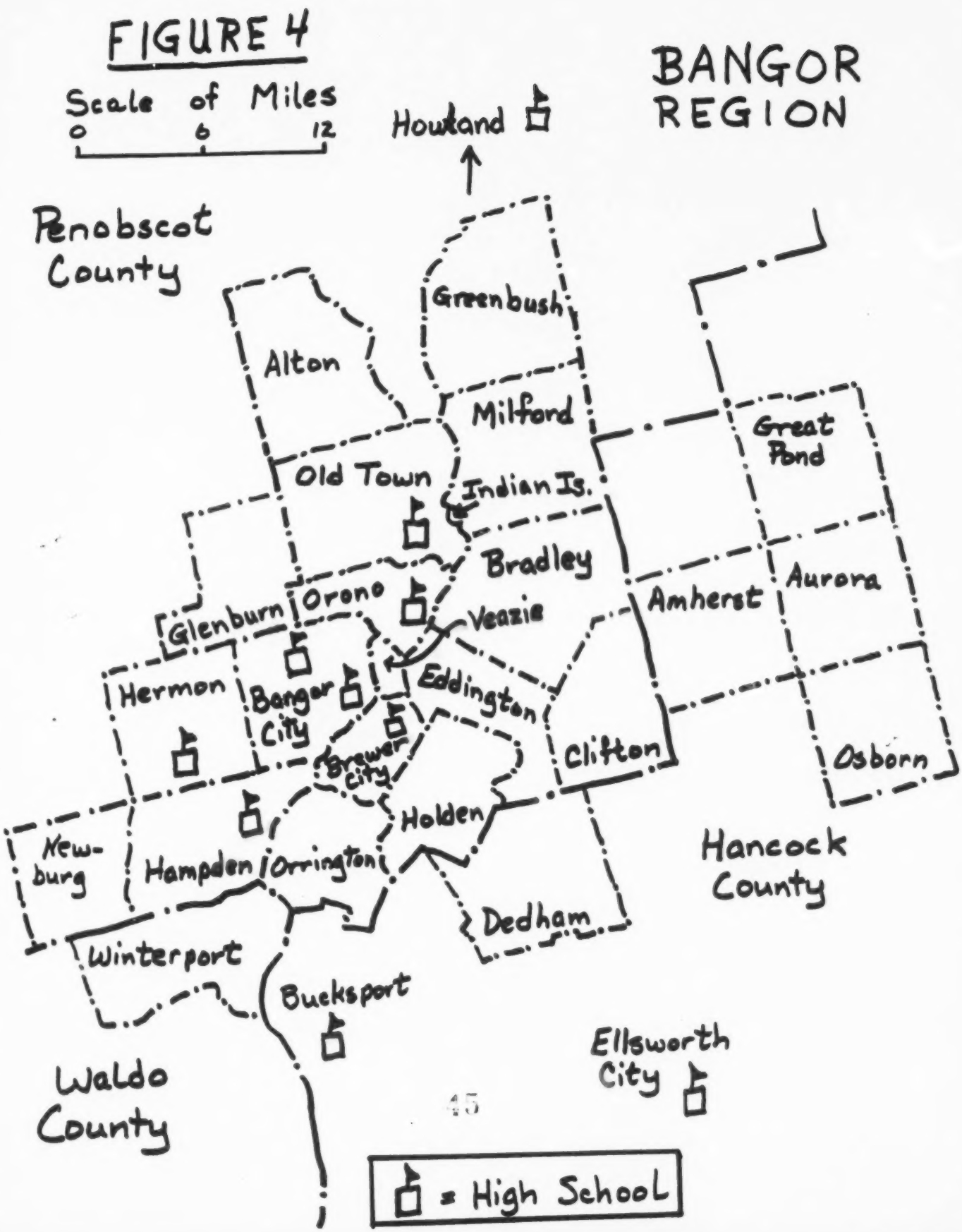


FIGURE 4
BANGOR REGION
Scale of Miles
0 6 12
Howland
Penobscot County
Greenbush
Alton
Milford
Great Pond
Old Town
Indian Is.
Bradley
Aurora
Orono
Amherst
Glenburn
Veazie
Hermon
Bangor City
Eddington
Brewer City
Clifton
Osborn
Holden
Newburg
Hampden
Orrington
Hancock County
Dedham
Winterport
Bucksport
Ellsworth City
Waldo County
= High School

FIGURE 5

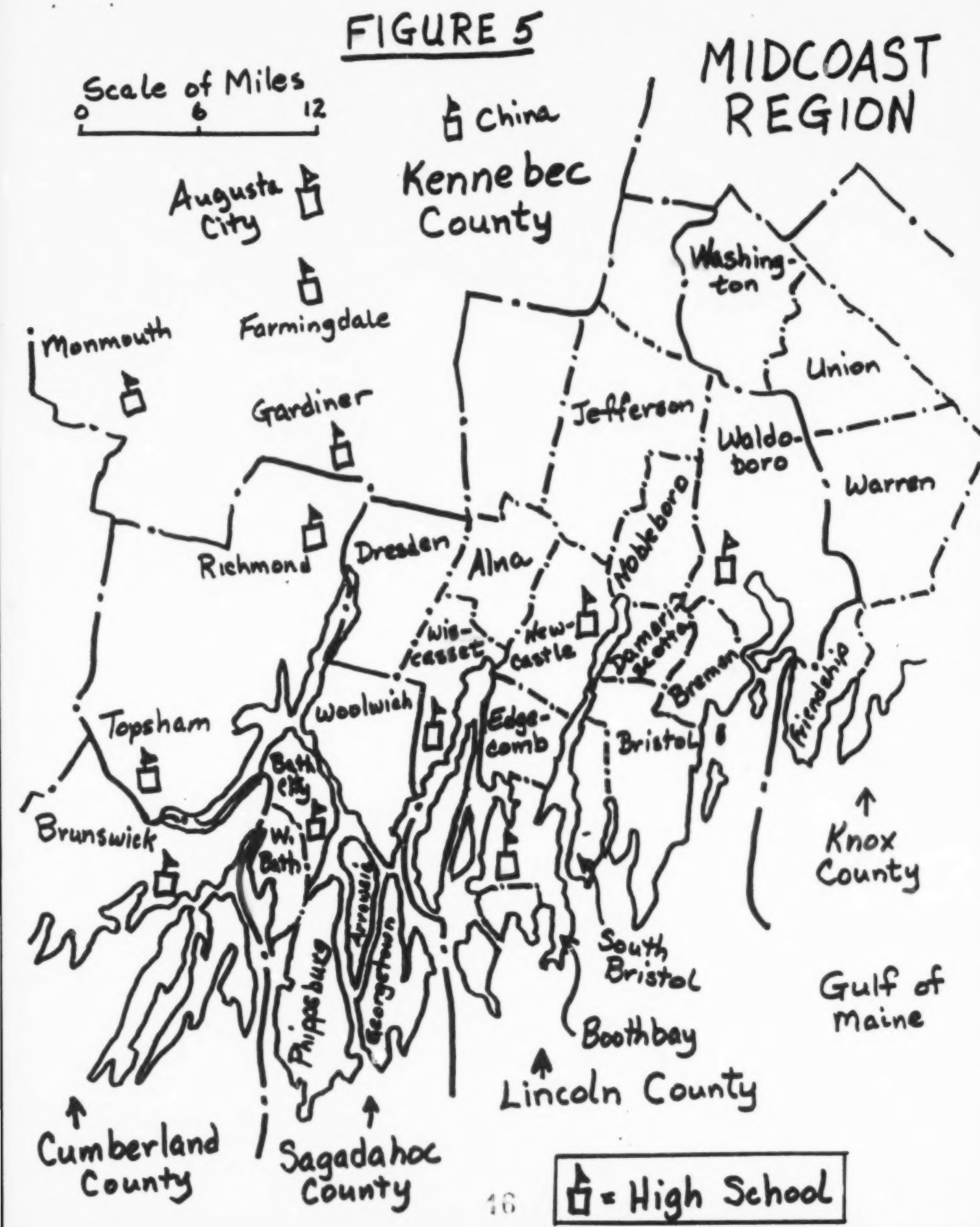

MIDCOAST REGION
Scale of Miles
0 6 12
China
Kennebec County
Augusta City
Farmingdale
Monmouth
Gardiner
Richmond
Dresden
Alna
Jefferson
Washington
Union
Waldoboro
Warren
Nobleboro
Damariscotta
Bremen
Friendship
Wiscasset
Newcastle
Topsham
Woolwich
Edgecomb
Bristol
Bath City
W. Bath
Brunswick
Phippsburg
Arrowsic
Georgetown
South Bristol
Boothbay
Knox County
Gulf of Maine
Lincoln County
Cumberland County
Sagadahoc County
= High School

FIGURE 6
HANCOCK COUNTY REGION
Bangor
Brewer
Hampden
Otis
Bucksport
Ellsworth City
Franklin
Hancock County
Orland
Hancock
Sullivan
Castine
Penobscot
Surry
Trenton
Lamoine
Goulsboro
Blue Hill
Mount Desert Island
Brooksville
Sedgwick
Brooklin
Winter Harbor
Deer Isle
Stonington
Gulf of Maine
Scale of Miles
0 6 12
High School

FIGURE 7

CALAIS-EASTPORT REGION
Lee
Indian Township
Princeton
Baileyville
U.S.-Canada border
New Brunswick
Calais City
Alexander
Baring Plt.
Robbinston
Charlotte
Perry
Pleasant Point
East-port City
Dennysville
Edmunds Plt.
Lubec
Washington County
East Machias
Scale of Miles
0 6 12
= High School
Gulf of Maine

TABLE 1

Socio-economic Characteristics of Sending Towns by Region, 1980

	Total Pop.	Pop. Density (per sq. mile)	% Adults over age 25 who completed high sch.	% Adults over age 25 who completed 4-yr. college	% Pop. below poverty level	% white
Auburn Region (5 towns)	10,749	58.5	69.3	14.3	8.8	99.2
China Lake Region (7 towns)	12,935	50.8	67.3	13.0	13.2	99.6
Bangor Region (11 towns)	13,104	32.0	73.3	12 4	10.0	96.2
Midcoast Region (15 towns)	13,440	45.9	75.0	23.0	16.2	99.8
Hancock County Region (12 towns)	12,110	32.4	74.7	18.5	15.7	99.4
Calais-Eastport Region (10 towns)	3,167	13.5	54.3	7.2	28.3	72.3
TOTAL (60 towns)	65,505	37.6	71.3	16.1	13.7	97.6

TABLE 2

AUBURN REGION

Percentage of Students from Sending Towns Enrolled in Various High Schools, Selected Three-Year Periods

High School	Westbrook HS	Windham HS	Gray-New Gloucester HS	Edward Little HS	Brunswick HS	Greely HS	Freeport HS
School Type	----------	----------	----------	Public	----------	----------	----------
City/Town	Westbrook	Windham	SAD 15 #	Auburn	Brunswick	SAD 51 ##	Freeport
Composite MEA Score (1985-86 - 1987-88)	248	248	276	252	302	345	276
Raymond							
1975-77	4.4	66.4	-	-	-	-	-
1983-85	11.9	71.2	10.4	-	-	-	-
Change	+ 7.5	+ 4.8	+10.4	-	-	-	-
1989-91	51.1	24.5	12.7	-	-	*	-
Change	+39.2	-46.7	+ 2.3	-	-	*	-
Poland							
1975-77	-	-	29.5	44.5	-	-	-
1983-85	-	-	18.8	70.4	-	-	-
Change	-	-	-10.7	+25.9	-	-	-
1989-91	-	-	17.8	71.2	-	-	-
Change	-	-	- 1.0	*	-	-	-
Minot							
1975-77	-	-	-	73.5	-	-	-
1983-85	-	-	-	94.6	-	-	-
Change	-	-	-	+21.1	-	-	-
1989-91	-	-	-	93.6	-	-	-
Change	-	-	-	- 1.0	-	-	-

School Administrative District 15 - Towns of Gray and New Gloucester

School Administrative District 51 - Towns of Cumberland and North Yarmouth

\- 0%

* less than 1%

Table 2 - Auburn Region (continued)

High School	West-brook HS	Wind-ham HS	Gray-New Glou-cester HS	Edward Little HS	Bruns-wick HS	Greely HS	Free-port HS
School Type	----------	----------	----------	Public	----------	----------	----------
Composite MEA Score	248	248	276	252	302	345	276
Durham							
1975-77	-	-	-	25.6	26.4	1.4	22.1
1983-85	-	-	*	28.4	61.2	2.8	2.2
Change	-	-	*	+ 2.8	+34.8	+ 1.4	-19.9
1989-91	-	-	-	17.6	58.0	4.1	12.6
Change	-	-	*	-10.8	- 3.2	+ 1.3	+10.4
@ SAD 62							
1975-77	-	-	-	-	-	-	100.0
1983-85	-	-	-	-	-	84.2	15.8
Change	-	-	-	-	-	+84.2	-84.2
1989-91	*	*	-	-	-	73.3	25.0
Change	*	*	-	-	-	-10.9	+ 9.2

@ School Administrative District 62 - Town of Pownal

Percentages in this table and the following tables may not add (horizontally) to 100% because some students were tuitioned to private schools that are not required under state law to administer the MEA or to schools outside the town tuitioning region as defined in this study.

TABLE 3

CHINA LAKE REGION

Percentage of Students from Sending Towns Enrolled in Various High Schools, Selected Three-Year Periods

High School	Waterville HS	Winslow HS	Erskine Ac	Cony HS	Hall-Dale HS	Gardiner HS
School Type	Public	Public	Private	Public	Public	Public
City/Town	Waterville	Winslow	China	Augusta	SAD 16 #	SAD 11 ##
Composite MEA Score (1985-86 - 1987-88)	277	269	204	251	255	237
Vassalboro						
1975-77	29.1	24.5	6.3	15.3	-	-
1983-85	11.3	49.3	8.2	17.0	*	-
Change	-17.8	+24.8	+ 1.9	+ 1.7	*	-
1989-91	31.8	39.7	14.7	10.8	*	-
Change	+20.5	- 9.6	+ 6.5	- 6.2	-	-
China						
1975-77	6.7	17.7	64.4	5.1	-	-
1983-85	13.9	21.2	55.9	3.8	-	-
Change	+ 7.2	+ 3.5	- 8.5	- 1.3	-	-
1989-91	17.1	9.4	67.8	2.3	*	*
Change	+ 3.2	-11.8	+11.9	- 1.5	*	*
Palermo						
1975-77	-	-	77.8	8.9	*	-
1983-85	*	1.3	87.4	4.5	-	-
Change	*	+ 1.3	+ 9.6	- 4.4	*	-
1989-91	-	2.1	84.5	9.2	-	-
Change	*	*	- 2.9	+ 4.7	-	-

School Administrative District 16 - Towns of Farmingdale and Hallowell

School Administrative District 11 - Towns of Gardiner, Pittston, Randolph and West Gardiner

Table 3 - China Lake Region (continued)

High School	Water-ville HS	Wins-low HS	Erskine Ac	Cony HS	Hall-Dale HS	Gardi-ner HS
School Type	Public	Public	Private	Public	Public	Public
Composite MEA Score	277	269	204	251	255	237
Somerville Plt.						
1975-77	-	-	89.2	4.1	-	-
1983-85	-	-	81.6	4.1	-	-
Change	-	-	- 7.6	-	-	-
1989-91	-	-	67.7	10.8	1.5	-
Change	-	-	-13.9	+ 6.7	+ 1.5	-
Windsor						
1975-77	-	-	78.5	18.5	*	-
1983-85	-	-	48.2	26.2	5.6	17.7
Change	-	-	-30.3	+ 7.7	+ 5.3	+17.7
1989-91	-	-	65.7	23.8	*	9.3
Change	-	-	+17.5	- 2.4	- 4.7	- 8.4
Whitefield						
1975-77	-	-	36.4	9.5	3.9	-
1983-85	-	-	29.5	9.3	2.0	13.2
Change	-	-	- 6.9	- 0.2	- 1.9	+13.2
1989-91	-	-	34.0	15.1	13.6	14.4
Change	-	-	+ 4.5	+ 5.8	+11.6	+ 1.2
Chelsea						
1975-77	-	-	23.1	64.4	11.8	*
1983-85	-	-	3.3	45.3	15.4	34.6
Change	-	-	-19.8	-19.1	+ 3.6	+34.1
1989-91	-	-	1.8	26.4	36.4	34.9
Change	-	-	- 1.5	-18.9	+21.0	+ 0.3

TABLE 4

BANGOR REGION

Percentage of Students from Sending Towns
Enrolled in Various High Schools,
Selected Three-Year Periods

High School	Old Town HS	Orono HS	Hermon HS	John Bapst HS	Bangor HS	Brewer HS	Hampden Ac
School Type	Public	Public	Public	Priv.	Public	Public	Public
City/Town	Old Town	Orono	Hermon	Bangor	Bangor	Brewer	SAD 22 *
Composite MEA Score (1985-86 - 1987-88)	235	309	209	369	299	273	295
Greenbush							
1975-77	85.9	-	-	-	-	-	-
1983-85	79.5	-	-	8.1	-	-	-
Change	- 6.4	-	-	+ 8.1	-	-	-
1989-91	73.5	1.6	-	4.9	-	-	-
Change	- 6.0	+ 1.6	-	- 3.2	-	-	-
Alton							
1975-77	92.3	*	-	-	-	-	*
1983-85	100.0	-	-	-	-	-	-
Change	+ 7.7	*	-	-	-	-	*
1989-91	100.0	-	-	-	-	-	-
Change	-	-	-	-	-	-	-
Milford							
1975-77	93.9	-	-	1.0	-	-	-
1983-85	96.0	1.2	-	2.8	-	-	-
Change	+ 2.1	+ 1.2	-	+ 1.8	-	-	-
1989-91	93.4	2.9	-	2.3	*	*	-
Change	- 2.6	+ 1.7	-	*	*	*	-

* School Administrative District 22 - Towns of Hampden, Winterport and Newburgh

Table 4 - Bangor Region (continued)

High School	Old Town HS	Orono HS	Hermon HS	John Bapst HS	Bangor HS	Brewer HS	Hampden Ac
School Type	Public	Public	Public	Priv.	Public	Public	Public
Composite MEA Score	235	309	209	369	299	273	295
Indian Island							
1975-77	69.8	11.1	-	9.5	1.6	-	-
1983-85	92.2	2.9	-	-	1.0	-	-
Change	+22.4	- 8.2	-	- 9.5	*	-	-
1989-91	71.6	6.9	-	14.7	2.0	-	-
Change	-20.6	+ 4.0	-	+14.7	+ 1.0	-	-
Bradley							
1975-77	92.1	-	-	5.0	-	-	-
1983-85	95.2	-	-	4.3	-	*	-
Change	+ 3.1	-	-	*	-	*	-
1989-91	93.6	*	-	4.4	-	-	1.5
Change	- 1.6	*	-	*	-	*	+ 1.5
Glenburn							
1975-77	-	-	30.7	15.6	39.5	-	-
1983-85	*	27.1	26.7	24.0	21.4	*	-
Change	*	+27.1	- 4.0	+ 8.4	-18.1	*	-
1989-91	-	36.8	15.2	23.7	22.2	1.4	-
Change	*	+ 9.7	-11.5	*	*	*	-
Veazie							
1975-77	-	77.3	-	12.5	6.7	*	*
1983-85	-	73.6	-	13.0	9.9	2.2	*
Change	-	- 3.7	-	*	+ 3.2	+ 1.6	-
1989-91	*	46.1	*	44.1	5.9	1.6	*
Change	*	-27.5	*	+31.1	- 4.0	*	*
@ SAD 63							
1975-77	-	-	-	-	-	100.0	-
1983-85	*	-	-	18.3	1.1	79.5	-
Change	*	-	-	+18.3	+ 1.1	-20.5	-
1989-91	-	*	-	25.0	1.2	72.1	*
Change	*	*	-	+ 6.7	*	- 7.4	*

@ School Administrative District 63 - Towns of Clifton, Eddington and Holden

Table 4 - Bangor Region (continued)

High School	Old Town HS	Orono HS	Hermon HS	John Bapst HS	Bangor HS	Brewer HS	Hampden Ac
School Type	Public	Public	Public	Priv.	Public	Public	Public
Composite MEA Score	235	309	209	369	299	273	295
@@ Airline CSD							
1975-77	-	2.7	-	24.7	-	72.6	-
1983-85	-	-	-	1.2	1.2	96.4	-
Change	-	- 2.7	-	-23.5	+ 1.2	+23.8	-
1989-91	-	-	-	31.7	-	53.3	-
Change	-	-	-	+30.5	- 1.2	-43.1	-
Dedham							
1975-77	-	-	-	*	*	87.0	-
1983-85	-	-	-	22.4	*	71.4	-
Change	-	-	-	+21.8	*	-15.6	-
1989-91	-	-	-	33.7	1.1	60.8	-
Change	-	-	-	+11.3	*	-10.6	-
Orrington							
1975-77	-	-	-	13.2	1.3	78.7	-
1983-85	-	-	-	27.5	*	68.8	*
Change	-	-	-	+14.3	*	- 9.9	*
1989-91	-	-	-	29.8	1.9	65.7	1.1
Change	-	-	-	+ 2.3	+ 1.3	- 3.1	*

@@ Airline Coomunity School District - Towns of Amherst, Aurora, Great Pond and Osborn

TABLE 5

MIDCOAST REGION

Percentage of Students from Sending Towns Enrolled in Various High Schools, Selected Three-Year Periods

High School	Medomak Valley HS	Lincoln Ac	Boothbay Reg. HS	Wiscasset HS	Bath HS
School Type	Public	Private	Public	Public	Public
City/Town	SAD 40 *	New-castle	Boothbay Hrbr CSD **	Wiscasset	Bath
Composite MEA Score (1985-86 - 1987-88)	243	278	264	301	263
Jefferson					
1975-77	38.0	38.9	-	*	-
1983-85	11.0	71.5	-	-	-
Change	-27.0	+32.6	-	*	-
1989-91	24.3	58.9	-	-	-
Change	+13.3	-12.6	-	-	-
Nobleboro					
1975-77	23.3	72.6	-	-	-
1983-85	23.6	75.7	-	-	-
Change	*	+ 3.1	-	-	-
1989-91	8.3	87.8	1.0	-	-
Change	-15.3	+12.1	+ 1.0	-	-
Bremen					
1975-77	64.2	34.0	-	1.9	-
1983-85	39.0	53.2	-	7.8	-
Change	-25.2	+19.2	-	+ 5.9	-
1989-91	30.6	66.1	-	-	-
Change	- 8.4	+12.9	-	- 7.8	-

* School Administrative District 40 - Towns of Friendship, Union, Waldoboro, Warren and Washington

** Boothbay Harbor Community School District - Towns of Boothbay and Boothbay Harbor

Table 5 - Midcoast Region (continued)

High School	Medomak Valley HS	Lincoln Ac	Boothbay Reg. HS	Wiscasset HS	Bath HS
School Type	Public	Private	Public	Public	Public
Composite MEA Score	243	278	264	301	263
Bristol					
1975-77	-	98.9	-	*	-
1983-85	*	94.6	-	1.0	-
Change	*	- 4.3	-	*	-
1989-91	*	94.2	-	-	-
Change	*	*	-	- 1.0	-
South Bristol					
1975-77	-	97.8	-	1.1	-
1983-85	*	96.6	-	-	-
Change	*	- 1.2	-	- 1.1	-
1989-91	-	95.3	-	-	-
Change	*	- 1.3	-	-	-
Damariscotta					
1975-77	-	99.6	-	-	-
1983-85	*	95.7	*	1.0	-
Change	*	- 3.9	*	+ 1.0	-
1989-91	2.4	88.1	-	-	-
Change	+ 2.1	- 7.6	*	- 1.0	-
Newcastle					
1975-77	-	98.5	*	*	-
1983-85	-	91.8	-	*	-
Change	-	- 6.7	*	*	-
1989-91	-	88.6	-	-	-
Change	-	- 3.2	-	*	-
Edgecomb					
1975-77	-	27.6	11.7	53.8	*
1983-85	-	28.2	10.7	52.3	2.7
Change	-	*	- 1.0	- 1.5	+ 2.0
1989-91	-	13.8	10.1	71.7	*
Change	-	-14.4	- 0.6	+19.4	- 2.0
Alna					
1975-77	-	9.6	-	89.4	1.1
1983-85	-	11.1	-	84.8	4.0
Change	-	+ 1.5	-	- 4.6	+ 2.9
1989-91	-	19.4	-	73.8	-
Change	-	+ 8.3	-	-11.0	- 4.0

Table 5 - Midcoast Region (continued)

High School	Medomak Valley HS	Lincoln Ac	Boothbay Reg. HS	Wiscasset HS	Bath HS
School Type	Public	Private	Public	Public	Public
Composite MEA Score	243	278	264	301	263
Dresden					
1975-77	-	*	-	78.9	3.9
1983-85	-	1.1	-	94.1	1.1
Change	-	*	-	+15.2	- 2.8
1989-91	-	*	-	93.1	2.9
Change	-	*	-	- 1.0	+ 1.8
Woolwich					
1975-77	-	-	-	3.3	92.0
1983-85	-	-	-	7.0	84.7
Change	-	-	-	+ 3.7	- 7.3
1989-91	-	*	*	12.2	83.9
Change	-	*	*	+ 5.2	*
Georgetown					
1975-77	-	-	-	-	77.9
1983-85	-	-	-	-	95.5
Change	-	-	-	-	+17.6
1989-91	-	-	-	-	91.3
Change	-	-	-	-	- 4.2
Arrowsic					
1975-77	-	-	-	-	81.1
1983-85	-	-	-	3.6	85.5
Change	-	-	-	+ 3.6	+ 4.4
1989-91	-	-	-	-	94.1
Change	-	-	-	- 3.6	+ 8.6
Phippsburg					
1975-77	-	-	-	-	97.4
1983-85	-	-	-	-	97.8
Change	-	-	-	-	*
1989-91	-	-	-	-	97.0
Change	-	-	-	-	*
West Bath					
1975-77	-	-	-	-	97.2
1983-85	-	-	-	-	98.1
Change	-	-	-	-	*
1989-91	-	-	-	-	92.6
Change	-	-	-	-	- 5.5

TABLE 6

HANCOCK COUNTY REGION

Percentage of Students from Sending Towns Enrolled in Various High Schools, Selected Three-Year Periods

High School	Sumner Mem. HS	Mount Desert Island HS	Ells-worth HS	Bucks-port HS	George Stevens Ac	Deer Isle-Ston-ington HS
School Type	Public	Public	Public	Public	Private	Public
City/Town	Flan-ders Bay CSD #	Mount Desert Island CSD ##	Ells-worth	Bucks-port	Blue Hill	Deer Isle-Ston. CSD ###
Composite MEA Score (1985-86 - 1987-88)	219	304	299	239	324	205
Hancock						
1975-77	38.3	1.3	59.7	-	-	-
1983-85	13.5	1.6	84.9	-	-	-
Change	-24.8	*	+25.2	-	-	-
1989-91	21.0	2.2	73.8	-	*	-
Change	+ 7.5	+ 0.6	-11.1	-	*	-
Otis						
1975-77	-	-	90.2	-	-	-
1983-85	-	-	98.6	-	-	-
Change	-	-	+ 8.4	-	-	-
1989-91	-	-	93.3	-	-	-
Change	-	-	- 5.3	-	-	-

Flanders Bay Community School District - Towns of Franklin, Gouldsboro, Sorrento, Steuben, Sullivan and Winter Harbor

Mount Desert Island Community School District - Towns of Bar Harbor, Mount Desert, Southwest Harbor and Tremont

Deer Isle-Stonington Community School District - Towns of Deer Isle and Stonington

Table 6 - Hancock County Region (continued)

High School	Sumner Mem. HS	Mount Desert Island HS	Ells-worth HS	Bucks-port HS	George Stevens Ac	Deer Isle-Ston. HS
School Type	Public	Public	Public	Public	Private	Public
Composite MEA Score	219	304	299	239	324	205
Blue Hill						
1975-77	-	-	-	*	97.9	-
1983-85	-	-	1.9	*	93.9	-
Change	-	-	+ 1.9	-	- 4.0	-
1989-91	-	-	*	*	96.4	-
Change	-	-	- 1.5	*	+ 2.5	-
Brooklin						
1975-77	-	-	-	-	74.4	25.6
1983-85	-	-	-	-	79.8	20.2
Change	-	-	-	-	+ 5.4	- 5.4
1989-91	-	-	-	-	98.9	-
Change	-	-	-	-	+19.1	-20.2
Sedgwick						
1975-77	-	-	-	-	65.5	29.7
1983-85	-	-	-	-	76.3	23.7
Change	-	-	-	-	+10.8	- 6.0
1989-91	-	-	-	-	81.8	17.4
Change	-	-	-	-	+ 5.5	- 6.0
Brooksville						
1975-77	-	-	-	2.0	88.5	8.8
1983-85	-	-	-	*	85.4	13.1
Change	-	-	-	- 1.3	- 3.1	+ 4.3
1989-91	-	-	1.0	1.0	91.9	4.0
Change	-	-	+ 1.0	*	+ 6.5	- 9.1

Table 6 - Hancock County Region (continued)

High School	Sumner Mem. HS	Mount Desert Island HS	Ells-worth HS	Bucks-port HS	George Stevens Ac	Deer Isle-Ston. HS
School Type	Public	Public	Public	Public	Private	Public
Composite MEA Score	219	304	299	239	324	205
Lamoine						
1975-77	-	5.1	90.2	-	*	-
1983-85	1.1	12.7	86.2	-	-	-
Change	+ 1.1	+ 7.6	- 4.0	-	*	-
1989-91	*	18.4	77.8	-	-	-
Change	*	+ 5.7	- 8.4	-	-	-
Trenton						
1975-77	-	98.1	1.3	-	-	-
1983-85	-	82.8	15.6	-	-	-
Change	-	-15.3	+14.3	-	-	-
1989-91	-	84.2	10.5	-	-	-
Change	-	+ 1.4	- 5.1	-	-	-
Surry						
1975-77	-	-	42.7	-	56.2	-
1983-85	*	-	42.4	-	56.9	-
Change	*	-	*	-	*	-
1989-91	-	-	46.2	-	52.5	-
Change	*	-	+ 3.8	-	- 4.4	-
Orland						
1975-77	-	-	-	98.4	-	-
1983-85	-	-	*	98.2	-	-
Change	-	-	*	*	-	-
1989-91	-	-	3.3	64.3	30.5	-
Change	-	-	+ 2.7	-33.9	+30.5	-
Penobscot						
1975-77	-	-	-	14.7	84.8	-
1983-85	-	-	3.1	13.1	80.3	-
Change	-	-	+ 3.1	- 1.6	- 4.5	-
1989-91	-	-	2.6	9.7	86.5	-
Change	-	-	*	- 3.4	+ 6.2	-
Castine						
1975-77	-	-	-	79.0	17.7	-
1983-85	-	-	-	70.5	19.9	-
Change	-	-	-	- 8.5	+ 2.2	-
1989-91	-	-	-	24.3	63.1	-
Change	-	-	-	-46.2	+43.2	-

TABLE 7

CALAIS/EASTPORT REGION

Percentage of Students from Sending Towns Enrolled in Various High Schools, Selected Three-Year Periods

High School	Lee Ac	Wood-land HS	Calais HS	Shead HS	Washing-ington Ac
School Type	Private	Public	Public	Public	Private
City/Town	Lee	Bailey-ville	Calais	East-port	East Machias
Composite MEA Score (1985-86 - 1987-88)	251	215	228	176	246
Indian Twp.					
1975-77	14.3	41.8	31.6	-	-
1983-85	23.6	1.8	71.8	-	-
Change	+ 9.3	-40.0	+40.2	-	-
1989-91	45.4	*	44.5	-	-
Change	+21.8	- 1.0	-27.3	-	-
Princeton					
1975-77	-	99.6	*	-	-
1983-85	-	100.0	-	-	-
Change	-	*	*	-	-
1989-91	-	100.0	-	-	-
Change	-	-	-	-	-
Alexander					
1975-77	-	10.3	89.7	-	-
1983-85	-	11.8	88.2	-	-
Change	-	+ 1.5	- 1.5	-	-
1989-91	-	58.7	40.5	-	-
Change	-	+46.9	-47.7	-	-
Baring Plt.					
1975-77	-	1.7	98.3	-	-
1983-85	-	6.8	93.2	-	-
Change	-	+ 5.1	- 5.1	-	-
1989-91	-	6.7	93.3	-	-
Change	-	*	*	-	-

No town tuitioned students attended Lubec High School, a public high school in the town of Lubec (MEA = 164).

Table 7 - Calais/Eastport Region (continued)

High School	Lee Ac	Wood-land HS	Calais HS	Shead HS	Washing-ton Ac
School Type	Private	Public	Public	Public	Private
Composite MEA Score	251	215	228	176	246
Charlotte					
1975-77	-	3.1	96.9	-	-
1983-85	-	4.0	84.0	8.0	-
Change	-	*	-12.9	+ 8.0	-
1989-91	-	-	100.0	-	-
Change	-	- 4.0	+16.0	- 8.0	-
Robbinston					
1975-77	-	-	100.0	-	-
1983-85	-	-	96.7	3.3	-
Change	-	-	- 3.3	+ 3.3	-
1989-91	-	1.3	96.0	2.7	-
Change	-	+ 1.3	*	*	-
Perry					
1975-77	-	-	5.5	93.9	*
1983-85	-	-	3.5	96.5	-
Change	-	-	- 2.0	+ 2.6	*
1989-91	-	-	4.2	92.3	3.5
Change	-	-	*	- 4.2	+ 3.5
Pleasant Pt.					
1975-77	31.8	-	-	56.3	-
1983-85	25.6	-	-	69.0	-
Change	- 6.2	-	-	+12.7	-
1989-91	51.4	-	3.7	12.9	10.7
Change	+25.8	-	+ 3.7	-57.8	+10.7
Dennysville					
1975-77	-	-	-	67.7	30.6
1983-85	-	-	-	80.8	15.4
Change	-	-	-	+13.1	-15.2
1989-91	-	-	1.4	68.5	30.1
Change	-	-	+ 1.4	-12.3	+14.7
Edmunds Plt.					
1975-77	-	-	-	93.3	5.6
1983-85	-	-	-	74.1	25.9
Change	-	-	-	-19.2	+20.3
1989-91	-	-	-	67.9	32.1
Change	-	-	-	- 6.2	+ 6.2

APPENDIX A

Maine Educational Assessment (MEA)

Grade 11 scores - 1985-86
by high schools

High School and number of students tested		Reading		Writing		Math		Science		Soc. Studies		Humanities	
Arthur Gould	11	125	170-305	105	130-285	120	155-290	200	170-310	130	165-300	190	145-280
Ashland Community High	37	180	175-260	185	190-270	195	175-255	255	170-250	240	175-260	155	170-250
Bangor High	313	310	285-325	290	260-300	260	260-300	310	270-305	275	270-310	290	285-325
Belfast Area High	108	220	235-290	205	230-265	205	225-280	195	220-275	220	225-280	195	230-285
Biddeford High	268	210	200-245	200	190-230	220	190-230	210	210-250	180	205-245	225	180-225
Bonny Eagle High	291	315	255-295	265	235-275	260	235-270	210	245-285	270	245-285	315	250-290
Boothbay Region High	53	305	230-300	265	220-290	230	210-285	245	220-290	275	225-295	250	230-300
Brewer High	245	275	260-300	268	230-270	256	240-280	286	255-295	275	245-290	270	245-285
Brunswick High	200	315	275-320	275	255-300	320	255-300	310	255-300	300	255-300	250	270-315
Buckfield Jr./Sr. High	26	190	180-280	230	180-275	245	175-270	200	180-270	165	180-275	240	170-260
Bucksport High	101	240	225-290	250	225-280	210	220-280	225	220-280	215	220-275	250	220-275
Calais High	80	205	215-275	190	200-265	175	205-270	170	210-270	145	205-265	210	190-255
Camden-Rockport High	154	335	270-320	315	235-285	280	250-295	330	265-310	295	255-305	325	260-305
Cape Elizabeth High	132	390	340-390	365	305-355	370	310-360	400	310-360	380	310-360	340	350-400
Caribou High	193	270	215-260	325	200-245	280	200-245	200	220-265	270	220-260	250	200-250
Carrabec High	86	100	195-255	105	180-240	150	190-245	100	200-260	110	195-250	100	170-225
Central Aroostook High	55	255	210-280	225	190-260	260	190-260	230	210-280	245	210-280	205	200-270
Central High	76	225	190-250	200	200-265	195	185-250	295	180-240	260	190-250	205	185-245
Cony High	290	275	265-305	270	250-290	259	250-290	225	245-285	300	250-285	270	260-300
Deer Isle-Stonington	40	250	200-280	225	195-270	280	185-265	215	200-280	185	200-280	100	195-275
Deering High	280	300	280-320	270	270-310	320	270-310	295	255-295	220	260-300	290	280-320
Dexter Regional High	78	255	205-265	265	185-245	245	195-255	310	210-270	315	200-260	280	180-240
Dirigo High	69	305	215-280	240	205-270	250	200-260	300	210-275	300	215-280	300	210-275
East Grand	30	185	185-275	170	170-260	125	170-260	100	190-280	100	190-260	185	175-265
Easton High	23	285	175-275	215	165-265	165	160-260	235	180-280	265	180-280	190	165-260
Edward Little High	267	280	220-265	255	220-255	280	215-255	285	220-260	265	220-260	255	215-250
Ellsworth High	182	245	255-300	195	245-290	225	240-290	310	235-285	250	240-285	275	245-290
Erskine Academy - China	76	235	210-270	240	195-255	170	195-260	195	210-270	150	210-270	200	195-255
Falmouth High	77	400	330-395	380	295-355	385	300-365	345	300-360	400	300-360	305	340-400
Forest Hills High	9	320	165-315	195	160-310	280	155-305	250	160-310	330	160-310	290	150-300
Fort Fairfield High	75	160	205-270	120	190-255	145	195-255	145	210-270	180	205-270	200	190-250
Fort Kent Community High	129	220	215-270	215	195-250	250	200-250	225	220-270	180	215-265	170	200-250
Foxcroft Academy	106	275	220-275	240	210-265	260	210-265	250	215-270	205	215-270	220	210-265
Freeport High	72	305	250-315	295	230-290	295	235-300	315	240-300	325	235-300	320	240-300
Fryeburg Academy	93	305	255-310	285	230-285	250	235-295	300	245-300	225	240-295	290	240-300
Gardiner Area High	224	275	230-275	265	215-260	230	220-265	220	225-270	295	220-265	265	210-255
George Stevens Academy	86	400	250-310	290	220-290	285	230-290	330	240-300	256	240-300	325	245-305
Georges Valley High	72	400	255-320	320	240-300	215	240-300	305	240-305	325	240-305	295	255-320
Gorham High	138	300	285-325	265	260-310	300	265-315	285	265-315	265	265-315	320	285-325
Gray-New Gloucester High	137	265	235-285	250	220-270	250	225-275	235	225-275	245	220-270	270	220-270
Greely High	141	375	300-350	340	280-330	340	280-330	390	270-320	375	275-325	310	300-350
Greenville High	29	205	210-300	220	185-275	225	190-285	265	205-295	275	200-290	195	185-275
Hall-Dale High	60	230	250-320	265	240-310	225	235-305	245	235-300	295	235-305	220	250-320
Hampden Academy	172	295	270-315	295	250-295	245	250-300	295	250-300	256	250-295	295	260-305
Hermon High	122	225	205-260	220	200-255	200	200-250	220	200-255	260	200-255	170	190-245
Hodgdon High	66	155	195-260	165	185-250	165	180-245	180	200-270	220	200-270	210	185-250
Houlton High	116	260	240-290	260	230-280	210	235-280	215	225-275	265	225-275	225	225-275
Islesboro Central	8	250	170-320	195	170-325	155	160-315	265	160-320	340	170-325	330	170-320
Jay High	87	245	200-260	215	200-260	170	200-260	255	195-250	260	190-250	170	180-240
John Bapst Memorial High	65	400	300-360	400	275-340	385	270-340	340	270-330	385	270-340	375	305-370
Jonesport-Beals High	28	260	210-300	215	205-295	220	200-290	310	195-285	215	200-290	170	200-290
Katahdin High	80	285	200-270	200	195-270	295	190-265	285	195-270	275	195-270	190	185-260
Kennebunk High	162	320	300-345	265	275-325	265	280-325	260	270-315	295	270-320	290	295-345
Lake Region High	136	205	250-300	200	215-265	220	225-275	180	250-300	215	245-295	205	240-290
Lawrence High	213	230	220-265	215	220-260	175	220-260	200	210-255	220	210-255	220	205-250
Leavitt Area High	130	220	205-255	200	200-250	200	200-250	285	200-250	255	200-250	200	190-240
Lee Academy	47	275	190-260	215	195-270	260	180-255	270	180-255	240	190-260	230	180-255
Lewiston High	344	215	220-265	205	215-250	250	215-250	225	225-260	260	220-260	230	215-250
Limestone Jr/Sr High	92	245	250-310	245	225-285	235	235-290	240	240-300	240	235-295	260	240-295
Lincoln	18	315	170-280	195	160-270	305	185-265	220	175-285	200	175-285	205	160-270
Lincoln Academy	124	290	240-295	245	230-285	265	230-280	260	230-280	260	230-280	270	235-290
Lisbon High	106	225	215-270	260	215-270	245	210-265	225	200-255	220	205-260	200	200-255
Livermore Falls High	74	245	220-290	195	220-280	240	220-285	280	215-280	220	215-280	215	215-275
Lubec High	71	165	175-280	205	160-265	170	160-260	170	180-280	100	180-280	115	160-265

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High school, no. of students		Reading		Writing		Math		Science		Soc.St.		Humanities	
Machias Memorial High	45	185	225-300	160	210-285	225	210-285	280	215-290	225	215-290	265	215-290
Madawaska Jr/Sr High	96	160	210-265	220	210-265	270	210-265	275	200-255	105	200-255	235	190-250
Madison High	89	265	215-275	225	210-265	225	210-270	200	205-265	275	205-260	220	195-255
Maine Central Institute	84	290	200-260	310	200-260	265	195-255	190	195-255	290	200-260	250	185-245
Marancook Community	94	340	285-340	310	250-310	305	250-310	290	270-330	330	270-330	275	290-350
Marshwood High	116	300	260-310	280	255-305	240	250-300	285	230-285	250	240-290	235	255-310
Massabesic High	151	260	220-270	240	210-260	230	210-260	290	220-270	245	220-265	225	210-260
Mattanawcook Academy	98	235	210-265	255	190-250	255	200-255	290	210-265	290	200-260	260	185-240
Medomak Valley High	142	250	210-260	170	190-240	260	195-245	205	215-265	275	210-260	235	190-240
Messalonskee High	142	255	225-275	235	220-270	245	220-270	250	210-260	280	210-250	250	210-255
Mexico High	41	165	160-240	160	155-255	175	160-240	180	170-250	145	160-240	105	130-210
Monmouth Academy	41	380	230-305	295	215-290	400	210-285	400	220-300	330	225-300	395	230-305
Morse High	245	295	250-290	225	225-275	270	225-280	295	240-280	285	240-280	265	240-280
Mount View High	103	185	210-265	190	190-245	190	195-250	205	215-270	155	210-265	210	190-245
Mt. Abram Regional High	90	225	200-260	200	195-255	225	190-245	275	200-260	225	200-260	185	190-250
Mt. Ararat	213	305	260-300	250	250-295	300	250-295	260	260-280	225	240-290	265	250-295
Mt. Blue High	200	235	265-310	220	250-295	225	250-295	220	245-290	215	245-290	210	255-300
Mt. Desert Island High	127	330	290-340	320	260-310	300	265-315	350	270-320	325	265-315	310	280-335
Narraguagus High	70	255	220-280	225	200-260	190	195-260	255	220-285	265	220-285	250	210-275
Noble High	168	195	220-280	210	215-265	205	220-270	215	225-270	215	220-270	210	215-260
Nokomis Regional High	162	295	205-255	280	195-240	230	195-240	230	210-255	270	205-255	290	190-235
Oak Hill High	84	150	195-255	195	180-240	210	185-245	250	200-260	210	195-255	180	175-235
Old Orchard Beach High	70	255	235-300	280	210-275	230	220-285	195	230-295	180	225-290	225	230-280
Old Town High	169	255	225-275	295	230-265	185	230-265	230	215-265	205	215-260	200	210-255
Orono Jr/Sr High	98	340	285-360	315	280-335	285	285-340	325	275-330	305	275-335	315	310-365
Oxford Hills High	222	235	280-290	310	230-275	305	235-280	265	235-280	245	235-275	265	235-275
Penobscot Valley High	72	240	200-265	200	195-260	190	190-250	240	200-265	180	205-270	235	195-260
Penquis Valley High	65	215	195-260	235	195-260	235	190-255	185	190-260	280	190-260	250	180-245
Piscataquis Community HS	70	235	215-280	245	195-260	200	200-260	315	215-280	185	210-275	240	200-260
Portland High	212	240	230-275	280	210-255	265	215-260	215	230-275	240	230-270	215	220-260
Presque Isle High	192	300	240-285	315	235-280	270	230-270	295	235-270	300	230-275	280	240-285
Rangeley Lakes Regional	19	120	210-315	225	190-300	175	190-300	100	200-310	100	200-310	170	200-305
Richmond Jr/Sr High	33	225	230-315	200	210-295	240	210-295	280	230-310	190	220-305	210	230-310
Robert W. Traip Academy	87	315	260-320	290	250-310	285	250-310	300	235-290	275	235-295	310	255-310
Rockland District High	110	185	220-275	245	210-265	165	210-260	180	215-270	110	215-270	165	210-260
Rumford Jr./Sr. High	132	265	225-285	255	230-280	280	230-280	290	230-270	245	230-270	245	220-270
Sacopee Valley Jr/Sr High	71	245	195-260	280	180-245	255	185-245	205	200-265	275	195-260	240	175-240
Sanford High	220	215	230-270	250	215-260	250	220-260	285	220-265	215	220-265	205	215-255
Scarborough High	130	230	270-320	190	250-300	260	250-305	270	250-300	230	250-300	230	265-315
Schenck High	66	220	190-260	205	195-260	245	190-255	205	185-250	230	190-255	260	180-240
Searsport District Jr/Sr	53	275	220-290	250	205-280	260	205-275	270	210-280	255	210-280	245	210-280
Shead High	43	260	195-270	285	180-255	195	180-260	210	200-280	160	195-270	210	180-255
Skowhegan Area High	196	240	220-275	210	215-260	230	215-260	240	230-270	240	225-270	235	220-265
So. Aroostook CSD	43	200	170-250	190	165-240	205	160-235	225	180-255	215	180-255	215	155-235
South Portland High	226	275	270-315	225	250-290	305	250-295	280	255-295	290	255-295	275	265-310
Stearns High	123	270	260-290	235	220-285	265	220-285	265	220-275	260	225-275	250	230-280
Sumner Memorial High	90	220	200-255	225	185-245	225	180-240	225	205-260	245	200-260	270	185-245
Telstar Regional High	97	180	200-255	175	200-255	160	195-250	215	195-250	195	195-255	165	185-240
Thornton Academy	202	270	265-290	310	230-275	290	230-275	230	235-280	220	235-280	225	240-285
Upper Kennebec Valley HS	40	280	180-255	105	170-250	295	165-245	195	185-260	210	185-265	245	165-245
Van Buren Dist. Secondary	74	215	180-240	190	175-240	225	175-235	200	180-245	240	180-245	195	160-220
Washburn District High	31	220	215-300	240	215-300	245	205-295	210	200-285	135	205-290	260	210-295
Washington Academy	67	245	210-270	205	190-260	215	195-260	225	210-275	235	205-270	230	190-255
Waterville High	197	270	260-305	235	240-285	285	240-285	300	250-290	280	250-295	300	255-300
Wells High	127	220	230-280	270	225-275	210	225-275	210	230-270	250	220-270	245	215-265
Westbrook High	198	270	255-300	260	240-285	275	240-285	265	240-285	240	240-285	310	250-290
Windham High	190	300	245-290	230	230-275	265	230-275	245	225-280	230	230-280	310	235-280
Winslow Senior High	152	295	245-295	305	240-290	315	240-290	270	225-270	300	225-275	245	225-280
Winthrop High	82	290	275-325	265	260-320	280	260-320	275	250-310	275	250-310	270	275-335
Wiscasset High	82	275	245-305	265	220-280	290	220-290	310	240-300	275	230-295	245	230-290
Wisdom Jr/Sr High	52	185	190-260	165	190-260	130	180-255	185	185-255	240	185-255	160	170-240
Woodland High	53	220	210-280	210	210-280	180	200-270	200	200-270	195	205-280	225	205-280
Yarmouth Jr/Sr High	98	310	300-355	365	275-330	380	280-335	350	270-325	250	270-325	365	300-355
York High	132	315	290-340	280	270-320	255	270-320	300	260-310	215	265-315	300	290-340

State of Maine
DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES

OCTOBER 1ST RESIDENT ENROLLMENT REPORT

(P U B L I C L. E. A.'s)

(State Use Only)

OCTOBER 1, 19____ ENROLLMENT FOR _____
(City, Town, S.A.D. or C.S.D.)

In compliance with Maine Statutes, each superintendent of schools shall semi-annually on October 1st and April 1st make returns to the commissioner of the number of residents enrolled in elementary and secondary schools in the administrative unit(s) under his jurisdiction.

1. Show below the number of pupils for each grade who **reside** in this local unit and attend **public** schools in **this** local unit at **local unit expense** for any portion of the school day, including part-time vocational students. (See definition of Resident.) Fill in all spaces '0' if none.

C.C. 10 CODE *	MAINE CITY, TOWN, OR S.A.D.	ELEM SPEC	4-YR OLDS PROG	EARLY KDGN	KDGN	GRADES IR-1	1	2	3	4	5	6	7	8	TOTAL ELEM	GRADES 9	10	11	12	SEC SPEC	POST GRAD	TOTAL SEC	TOTAL

2. Show below the number of pupils for each grade who **reside** in this local unit and attend public or private schools in **other** local units or **private** schools **within this** local unit at **this local unit** expense. **DO NOT INCLUDE ANY PUPILS LISTED IN ITEM 1 ABOVE.**

C.C. 20 CODE *	RECEIVING L.E.A. NAME (If private school, also indicate location.) (Town, City, S.A.D., C.S.D.)	ELEM SPEC	4-YR OLDS PROG	EARLY KDGN	KDGN	GRADES IR-1	1	2	3	4	5	6	7	8	TOTAL ELEM	GRADES 9	10	11	12	SEC SPEC	POST GRAD	TOTAL SEC	TOTAL
	TOTAL PUPILS LISTED IN ITEM 2																						

C.C. 25	SUB-TOTAL OF ITEMS 1 & 2																						

3. Show below the number of pupils for each grade who attend Governor Baxter School for the Deaf, Arthur Gould or Pineland Center. (Do not include in item 1 & 2 above.)

C.C. 70	XXXXXXXXXXXXXXX																						

3a. Report pupils who are State Wards and/or State Agency Clients and are educated totally at State/Federal expense. **DO NOT INCLUDE THESE PUPILS IN ITEMS 1 & 2 ABOVE.**

C.C. 80 777	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX																						

4.	GRAND TOTALS OF ITEMS 1, 2, 3, & 3a																						

For Assistance Call:

Alton Sutherland

289-5841

EF-M-11
(Revised 9/87)

* CODE - FOR STATE OFFICE USE

- Grand total of students being educated at local Unit Expense.
- Grand total of all resident students within the local school unit.

(Complete reverse side)

RETURN THE ORIGINAL COPY TO:
Department of Educational & Cultural Services
Division of Management Information
State House Station #23
Augusta, Maine 04333-0023

DUE NO LATER THAN OCTOBER 8

APPENDIX B
Maine Department of Education
Enrollment Report Form

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